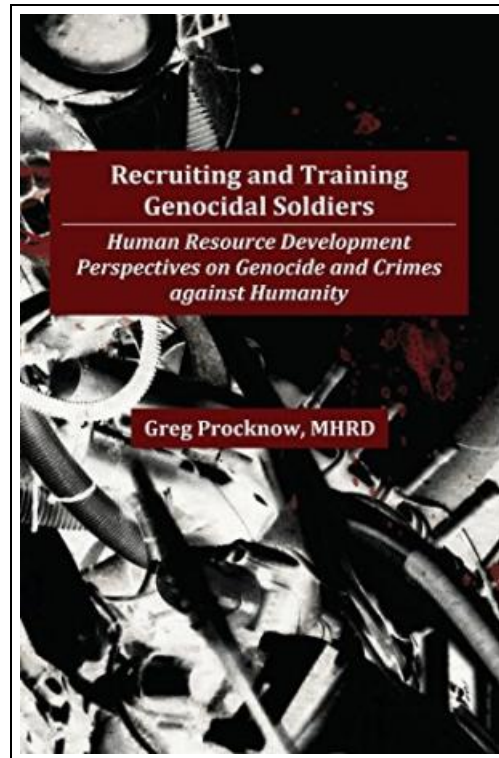


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RECRUITING AND TRAINING GENOCIDAL SOLDIERS: HUMAN RESOURCE DEVELOPMENT PERSPECTIVES ON GENOCIDE AND CRIMES AGAINST HUMANITY (PAPERBACK)



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Francis Bernard, 2014. Paperback. Condition: New. Language: English . Brand New Book ***** Print on Demand *****. Human resource development (HRD) has contributed nothing to the historical archaeology of genocide. Furthermore, HRD theory has never been used by history educationists, social scientists, or comparative genocide researchers to reorganize and review the historical record relating to genocidal curriculums through an HRD lens to make better sense of the madness that genocides perpetrate. Chapter One discusses human resource development in Democratic Kampuchea, 1975-1979, and provides a deconstruction of the dearth of literature and research that has framed education and learning in Democratic Kampuchea (DK). Historical analysis of Democratic Kampuchea asserted that education under the Khmer Rouge was unorganized, inconsistent, and without planning. The deconstruction of the historical record called these views into question. In Chapter Two, Nadler and Nadler's (1994) critical events model (CEM) is applied to the Serbian Volunteer Guard (SDG). The model will be utilized to thematize the historical record pertaining to learning of the SDG under the eight-step, programmatic CEM approach to program design. The chapter shows how HRD or adult educational models can be used to thematize or reorganize historical data. In Chapter Three, a comparative analysis is undertaken of two perpetrators of Rwanda's 1994 genocide: Interahamwe and civilian defense (CD). The historical record confuses these two genocidal perpetrators and likens the actions of civilian defense to Interahamwe. This chapter sufficiently demonstrates how HRD as a field can work to hold perpetrators of crimes against humanity and genocide culpable for their actions through proper identification. Chapter Four applies the HRD lens to pedagogical political curriculums contrived for the youth of the Khmer Rouge and the Hitler Youth. A comparative analysis of their political curriculums is contrasted in this chapter. Although the Hitler Youth curriculum was Fascist...



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